

MCO P3500.72

**MARINE CORPS
GROUND
TRAINING AND
READINESS (T&R)
PROGRAM**



Signed 7 Aug 02
EDWARD HANLON, JR.
By direction



DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINES CORPS
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From: Commandant of the Marine Corps
To: Distribution List

Subj: MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

Ref: (a) SAT Guide
(b) TDS Guide
(c) MCO 1553.2
(d) MCO 1553.3
(e) MCO 1553.4A
(f) MCO 1553.7
(g) MCO 3500.14F
(h) MCO 5600.20M

Encl: (1) Locator Sheet

1. Purpose. To establish training standards, regulations and policies regarding the training of Marines and assigned Navy personnel in ground combat, combat support, and combat service support occupational fields.

2. Background. T&R Manuals were first developed for Marine aircrews in 1976. Aviation T&R evolved during the ensuing years, and was expanded to the Marine Air Command and Control System agencies in 1994. The stated purpose was to provide commanders with a Corps-wide standardized training approach to develop and measure unit combat capabilities. The first T&R manual for ground-related occupational fields (Tanks) was completed in 1995, based essentially on the same premise as that of the aviation community. Additional T&R manuals were developed through the end of the 1990's in an evolutionary manner, originating as an augment to ITSS and the MPSS of the MCCRES. Today, the T&R Program is evolving to incorporate and replace those forms of training standards to serve as a single reference for individual and collective training.

3. Action

a. CG MCCDC

(1) Develop, promulgate, coordinate, and monitor ground T&R manuals for each occupational field.

(2) Develop and field the automated training and readiness information system required to design, track, and report training accomplishments in the operating forces and supporting establishments.

b. CGs and COs

(1) Implement the Ground T&R Program as T&R manuals are fielded to the operating forces and supporting establishment.

(2) Provide SME for the development of T&R manuals to CG MCCDC as required.

4. Coordinating Instructions. All questions pertaining to the Marine Corps T&R Program and Unit Training Management should be directed to: Commanding General, Marine Corps Combat Development Command (C 472), 3300 Russell Road, Quantico, VA 22134-5027.

5. Reserve Applicability. This Order is applicable to the Marine Corps Reserve.

6. Certification. Reviewed and approved this date.

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

RECORD OF CHANGES

Log completed change action as indicated.

Change Number	Date of Change	Date Entered	Signature of Person Incorporating Change

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 1

THE MARINE CORPS PHILOSOPHY OF TRAINING

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 1

THE MARINE CORPS PHILOSOPHY OF TRAINING

1000. PHILOSOPHY. The Marine Corps' philosophy of training is derived from the mandate of the institution: To provide combat-ready units to the Nation. As such, training has been and will be viewed as a professional and moral imperative. It is the Marine Corps' responsibility to ensure that both regular and reserve components are properly trained so Marines can survive and succeed in combat. Training encompasses the full range of duties, responsibilities, and missions of Marines, and it must be embedded in all that Marines do. It can be as simple as practicing an individual task or as complex as conducting a joint or combined field training exercise with an opposing force. It can vary from a squad leader informally making an on-the-spot correction, to teaching lieutenants how to apply tactical principles. Employing weapons, operating equipment, communicating information, maintaining vehicles, rearming and re-supplying units are all critical skills mastered only through training. The Marine Corps mandate for training is simple and compelling. We are the premier expeditionary "Total Force in Readiness," and our Marine Air-Ground Task Forces (MAGTF) are tailored to answer the Nation's call. Accordingly, the Marine Corps training system must provide the means for our "Total Force" to attain exact levels of combat readiness, across the full spectrum of military operations. The training of Marines to perform as a team in combat lies at the heart of the T&R Program. Individual training and the mastery of individual Core Skills serve as the building blocks for units' combat readiness. A Marine's ability to perform critical skills required for combat is essential. When a Marine is able to perform their job expertly, that Marine makes a team/section/squad better able to perform its mission.

1001. T&R CONCEPT. The Marine Corps' T&R Concept is built upon the following tenets:

- Building block approach to training.
- Focus on expected combat missions.
- Focus on Unit Core Capabilities and Individual Core Skills.
- Organization of tasks into executable events.
- Sustainment of training.

Figure 1-1 illustrates these tenets as they support overall unit training readiness.

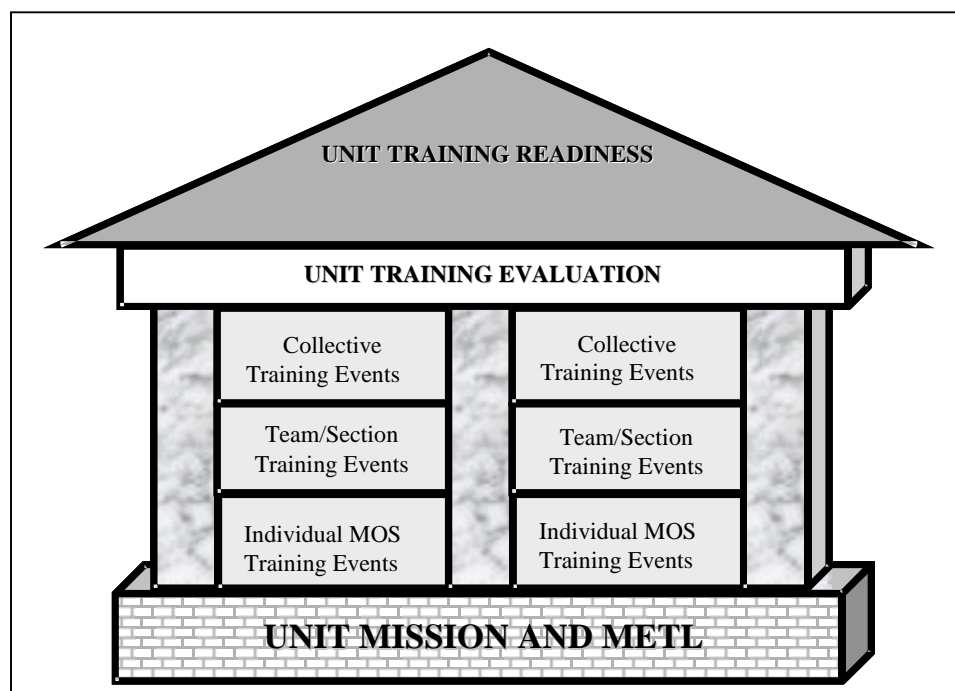


Figure 1-1.--Unit Training Structure.

1. T&R's Building Block Approach. More than any past training practice of the Marine Corps, the T&R concept is a building block approach to training. At both the individual and collective levels, the goal is to achieve and maintain a threshold level of combat readiness in Core Capabilities (units/sections) and Core Skills (individuals) by accomplishing a series of progressively more challenging events that include the tasks that must be performed by the Marine or groups of Marines. The Ground T&R Program builds one event upon another to increase the level of challenge--and with it the abilities of the Marines being trained. Upon graduation from a formal school, Marines have completed training in their Core Skills and are immediately capable of participating in real-world operations. Recognizing that few leaders would like to take formal school graduates straight to combat, the T&R Program establishes a progressive series of collective training events that provide opportunities for Marines to sustain "Core" skills and develop "Core Plus" skills.

2. Focus on Core Skills and Core Capabilities. Marines are called upon to perform mission essential tasks both in peacetime and in combat. These tasks are the very essence of the unit's existence. Regardless of the geographic location that a unit could be deployed to or missions that might be assigned, the skills gained in learning to perform those METs will enable the unit to succeed. This, in essence, composes the preponderance of MOS Core Skills and unit Core Capabilities--the things that we must be able to do, and do well. Individual Core Skills are those essential, basic skills that "make" a Marine and qualify that Marine for an MOS. Core Skills are attained in entry-level training and sustained in operational units. Core Capabilities are the minimum level of performance a unit must be capable of sustaining during extended contingency/combat operations. The design of collective events in T&R syllabi is based upon basic METs derived from operational plans, doctrine, and established tactics. Marine units will seek proficiency in those METs before all else, and apply their capabilities toward the METL developed by the commander for whatever environment, theater, or geographic location they are deployed.

3. Sustainment of Training. Periodic demonstration of capabilities is required to ensure perishable skills and knowledge do not atrophy to the point that the unit no longer can accomplish its assigned mission.

1002. COMMANDERS' DISCRETION IN TRAINING. Commanders will exercise discretion when determining the level of readiness pursued by the unit and the Marines that comprise it. The commander must ensure that their unit demonstrates required Core Skills and Capabilities per the sustainment intervals listed in the applicable T&R manual(s). The T&R Program embraces the training principles of Marine Corps doctrine such as MCRP-3-0A, "Unit Training Management Guide." These training principles are:

- Train as you fight.
- Make commanders responsible for training.
- Use standards-based training.
- Use performance-oriented training.
- Use mission-oriented training.
- Train the MAGTF to fight as a combined arms team.
- Train to sustain proficiency.
- Train to challenge.

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The T&R Program provides the focus and standardization that enable commanders to train their units per these principles more efficiently and effectively.

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 2

BACKGROUND AND DEVELOPMENT OF THE MARINE CORPS TRAINING PROGRAM

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 2

BACKGROUND AND DEVELOPMENT OF THE MARINE CORPS TRAINING PROGRAM

2000. PURPOSE. Over the course of the past two decades, the Marine Corps training and education system has evolved to meet the needs of the operating forces and units comprising the supporting establishment. The system in use today is based upon common standards. The entire training system and all training programs are built around established individual and unit performance measures.

2001. BACKGROUND

1. The first element of the MAGTF to rely upon a standards based system was aviation. Development of the Aviation T&R Program and manuals began in the mid 1970's due to the increasing costs associated with flying and maintaining aircraft. Prior to this, Marine squadrons, both fixed and rotary wing made their own determination as to what constituted a combat ready aviator. This lack of internal standardization among aircraft communities was not only costly but also dangerous.

2. Besides the lack of uniformity in training events between similar squadrons and aircraft communities, the Aviation T&R Program recognized that formal evaluation was required in order to judge individual and unit proficiency. At that time the best available test was the MCCRES. From the outset, the MCCRES and the Aviation T&R Program were interrelated. Linkages were established between T&R syllabus events and the MPSS of the MCCRES. Currently, aviation training syllabi and CTSS are reviewed and managed by each aviation community and revised on a scheduled basis.

2002. ITS/MPS DEVELOPMENT. Beginning in the late 1970's, work was initiated to produce the first ITS volumes (MCO 1510 series) defining basic skills required for Marines by occupational specialty. Over a decade later, the first ITS volume was published, enabling individual Marines to train to measurable performance standards that were linked directly to their units' missions. As the ITS system matured, MPSSs were developed that specified mission and functional area proficiency standards for all units.

2003. CORNERSTONE ORDERS. The Marine Corps training system continued to progress over the course of the next decade. During this time, the training and education systems were further defined and refined with the publication of five orders, collectively referred to as the "Cornerstone Orders." These orders are:

- MCO 1553.1, "The Marine Corps Training and Education System." This Order establishes a Total Force system for training and education in the Marine Corps and delineates responsibilities for the implementation of this system.
- MCO 1553.2, "Management for Marine Corps Formal Schools and Training Centers." This Order publishes management policies and procedures to be used in all Marine Corps formal schools, training centers and formal course of instruction collocated with other military service schools.
- MCO 1553.3, "Marine Corps Unit Training Management (UTM)." This Order establishes a Marine Corps-wide Training Management process.
- MCO P1553.4, "Professional Military Education (PME)." This Order defines the objectives, policies, programs, and responsibilities for coordinating the PME of Marines.
- MCO 1553.5, "Marine Corps Training and Education Evaluation." This Order publishes the evaluation policy, establishes the evaluation requirement, and specifies evaluation-reporting instructions order to provide feedback on Marine Corps training and education programs from all Marine Corps activities.

2004. SAT. The Marine Corps formally adopted the SAT process in the early 1990's. Through its application, commanders at all echelons are able to analyze, design, develop, implement, and evaluate training programs. The SAT process assists commanders in identifying critical warfighting tasks, guides the Marine Corps in applying limited human and material resources toward effective, efficient training.

2005. MCRP 3-0A, "UNIT TRAINING MANAGEMENT GUIDE." In 1996, the Marine Corps further refined its unit training management program with the publication of MCRP 3-0A. This Publication is the definitive guide on how to perform command and staff functions related to training. It was prepared primarily for operations officers at the battalion/squadron level and above throughout the operating forces. However, the Guide's philosophy and procedures may be applied by all training managers, regardless of the size of the unit.

2006. GROUND T&R MANUALS. Over the past six years, the Marine Corps has expanded T&R manual use, and developed several T&R manuals to fit specific Marine unit requirements. The creation of these manuals allowed commanders to selectively identify tasks essential to mission accomplishment and to conduct appropriate training events. The ground T&R manuals published to date were developed in an evolutionary manner tailored to individual communities. The success of these manuals with the operating forces led to the establishment of the Ground T&R Program.

2007. THE MARINE CORPS GROUND T&R PROGRAM. The T&R Program will now become the Corps' primary tool for planning and conducting training, for planning and conducting training evaluation, and for assessing training readiness. T&R manuals will be derived from Marine Corps doctrine and tactics, techniques, and procedures. They will sustain commanders' requirements for supporting their METL. By implementing a comprehensive T&R program, the Marine Corps will continue to improve its combat readiness by training more efficiently and effectively. Ultimately, this will enhance the Marine Corps' ability to accomplish real world missions.

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 3

POLICY FOR T&R MANUAL DEVELOPMENT AND USE

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 3

POLICY FOR T&R MANUAL DEVELOPMENT AND USE

3000. PURPOSE

1. The purpose of the Marine Corps Ground T&R Program is to provide the commander with a standardized format for training all occupational fields within the ground combat, combat support, and combat service support communities. T&R manuals tailor the training effort to the unit mission. They also serve as training guides that provide commanders an immediate assessment tool for collective combat readiness by assigning a CRP to each training event.

2. The heart of the T&R Program lies in training Marines to perform as an integral unit in combat. Because unit readiness and individual readiness are interrelated, the T&R manual contains both individual and collective training events. Individual training serves only to enhance unit combat readiness.

3. The T&R Program uses a building block approach to maximize flexibility in producing the best-trained Marines possible. The Ground T&R Program does not supplant any doctrinal procedures or common training practices; it merely provides a guide for the trainer on how to use a T&R syllabus in training Marines.

3001. CORE COMPETENCY. Core Competencies are the comprehensive measures of a unit's ability to accomplish its assigned METs. They serve as the foundation of the T&R Program.

1. Core Skills. Core Skills are those essential skills that enable a Marine to perform in combat and qualify that Marine for an MOS. Core Skills are trained in entry-level (100-level) training. It is the function of the MOS-producing formal schools to ensure that graduates have mastered their specified Core Skills.

2. Core Plus Skills. Core Plus Skills are those combat-focused skills that are environment, mission, rank, or billet specific and are developed upon a Marine's assignment to an operational unit.

3. Core Capabilities. Core Capabilities are the essential collective functions a unit must be capable of performing during extended contingency/combat operations. Unit Core Capabilities are based upon METs derived from operational plans, doctrine, and established tactics, techniques, and procedures.

4. Core Plus Capabilities. Core Plus Capabilities are advanced functions that are environment, mission, or theater specific. Core Plus Capabilities may entail low-density, high-risk, high-cost training for missions that are less likely to be assigned in combat.

3002. COMBAT READINESS CYCLE. The combat readiness cycle (see figure 3-1) depicts the relationships within the building block approach to training. It is based on Core Skills and Capabilities. The combat readiness cycle progresses from individual Core Skills training to a unit's participation in a contingency or actual combat. Individual Core Skill training leads to unit proficiency and the ability to accomplish the unit's stated mission.

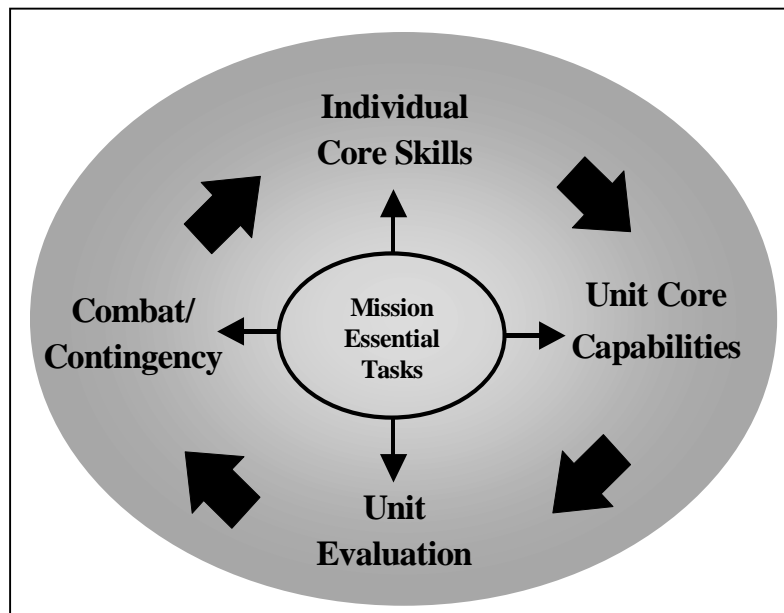


Figure 3-1.--Combat Readiness Cycle.

3003. PROFICIENCY VS. CURRENCY. Two measures of training are established in the T&R Program: Proficiency and Currency. Proficiency is a function of unit capability and individual skill that must be demonstrated to an evaluator. Currency, as described by a T&R event's "sustainment interval," is the agreed upon period wherein skills must be refreshed and reevaluated. By periodically demonstrating these skills, proficiency is maintained.

3004. ADMINISTRATIVE RESPONSIBILITY FOR GROUND T&R MANUAL DEVELOPMENT. Each specific manual in the T&R Program has multiple stakeholders. These stakeholders include operational units, formal schools, occupational field managers and specialists, and Training and Education Command (TECOM). These stakeholders share responsibility for ensuring the currency of T&R manuals. TECOM (C 472) has executive responsibility for incorporating changes into all ground T&R manuals. The ground T&R manuals are published in the MCO 3500 series.

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 4

TRAINING AND READINESS (T&R) PROGRAM STRUCTURE

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 4

TRAINING AND READINESS PROGRAM STRUCTURE

4000. PURPOSE. An effective T&R Program is the first step in providing the commander with units that are capable of accomplishing their assigned mission. This Chapter provides a description of training events, both collective and individual, that serve as the building blocks for an effective T&R Program.

4001. T&R EVENT DEVELOPMENT. T&R events serve as the central components or building blocks of the T&R Program, and are developed by SME from the operating forces, supporting establishment, and other stakeholders. Training and Education Command (C 472) will convene a T&R conference every 3 years or at an interval considered appropriate to that respective community.

4002. COMPONENTS OF A T&R EVENT

1. General. A T&R event contains the following components:

a. Event Code. The event code is a three-letter and three-digit designator. The three-letter code is used for grouping events according to their functional area. For collective events, these groupings are derived directly from the unit's METs. The three-digit code is used to arrange events in a progressive sequence. The purpose of coding events is to provide Marines with a simplified system for planning, tracking, and recording unit and individual training accomplishments.

(1) Grouping. Categorizing events with the use of a recognizable three-letter code make the type of skill or capability being referenced fairly obvious. Examples include DEF (defensive tactics), MAN (maneuver), NBC (nuclear, biological, and chemical), RAD (Radar), etc.

(2) Sequencing. A numerical code is assigned to each training event. The higher the number, the more advanced the capability or skill being evaluated. For example, PAT-201 (patrolling) could be patrolling conducted at the squad level, PAT-301 could be patrolling at the platoon-level, and so on.

b. Event Description. The event description is a narrative description of the training event.

c. Tasks. A unit of work usually performed over a finite period of time that has a specific beginning and end, can be measured, and is a logical necessary unit of performance. There are normally multiple training tasks contained in each event.

d. Condition. Condition refers to the constraints that may affect event performance in a real-world environment. It includes equipment, tools, materials, environmental and safety constraints pertaining to event completion.

e. Standard. Standards are the metric for evaluating the effectiveness of the event performance. It identifies the proficiency level for the event performance in terms of accuracy, speed, sequencing, and adherence to procedural guidelines. It establishes the criteria of how well the event is to be performed.

f. Performance Steps. Performance steps specify the actions required to accomplish a task. Performance steps follow a logical progression, and should be followed sequentially, unless otherwise stated. Normally, performance steps are listed only for 100-level individual T&R events (those that are taught in the entry-level MOS school).

g. Prerequisite(s). Prerequisites are the listing of academic training and/or T&R events that must be completed prior to attempting completion of the event.

h. Reference(s). References are the listing of doctrinal or reference publications that may assist the trainees in satisfying the performance standards and the trainer in evaluating the performance of the event.

i. Ordnance. Each event will contain a listing of ordnance types and quantities required to complete the task.

j. External Support Requirements. Each event will contain a listing of the external support requirements needed for event completion (e.g., range, support aircraft, targets, training devices, other personnel, and non-organic equipment).

k. CRP. The CRP is a numerical value used in calculating training readiness. The CRP value for each event is determined by that event's overall importance within the training syllabus for that unit, occupational specialty, or billet.

l. Sustainment Interval. The period, expressed in number of months, between evaluation or retraining requirements. Skills and capabilities acquired through the accomplishment of training events

are to be refreshed at pre-determined intervals. Those intervals, known as sustainment intervals, are developed at the respective T&R conference and must be adhered to in order for Marines to maintain proficiency.

2. An example of T&R events is provided in figure 4-1:

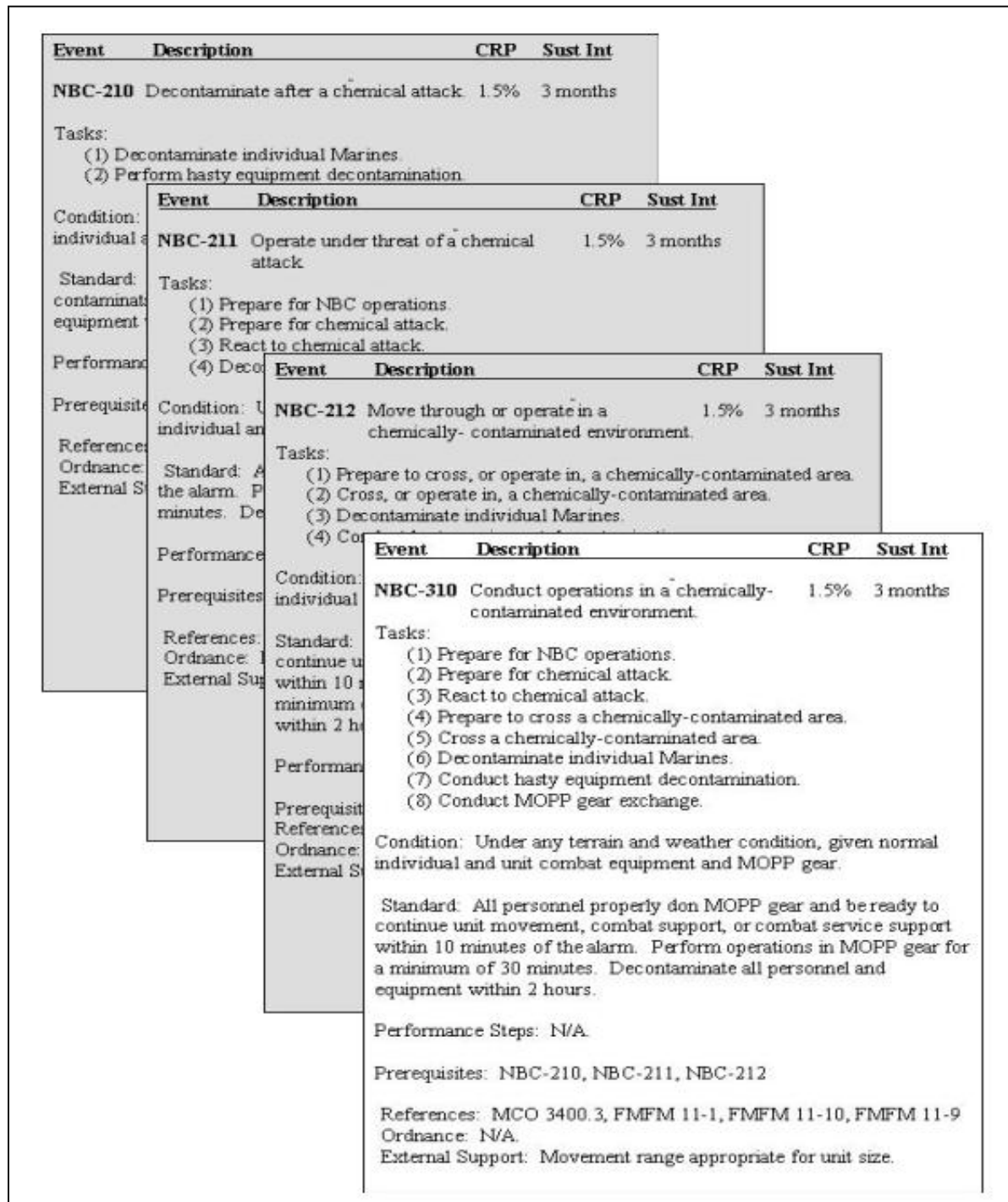


Figure 4-1.--Example of T&R Events.

3. T&R Events

a. One Hundred-Level. Initial MOS training conducted at formal schools provides Core Skill training to Marines of that MOS. Upon graduation, Marines have completed all 100-level events, are assigned an MOS and are considered capable of performing in combat. Total combined weight of all 100-level events will be 40%.

b. Two Hundred-Level. Two hundred-level events are those events normally conducted at the lower echelons (e.g., sections, teams, squads). Events will be weighted based upon their importance and complexity. They will be grouped according to required capabilities (e.g., defensive tactics, patrolling, NBC, etc.) and numerically sequenced (e.g., 200, 201, 202) based upon their progressive nature. Two hundred-level training raises the proficiency of the Marine and builds upon Core Skills introduced in formal school. At the completion of 200-level training, Marines are considered ready to perform in combat. Units will normally train through this level prior to operational deployment or major collective training exercises. Upon completion of 200-level training the unit's CRP will be 70%.

c. Three Hundred-Level. Three hundred-level events are those events normally conducted at the higher echelons (e.g., platoon, company, battalion). Events will be weighted based upon their importance and complexity. They will be grouped according to required capabilities and numerically sequenced based upon the progressive nature of the events. Training at this level provides additional Core Plus Capabilities and Skills while sustaining Core Capabilities and Skills. Upon completion of 300-level training the unit's CRP will be 95%.

d. Four Hundred-Level. Four hundred-level events are those advanced capabilities, low-density, high-risk, low-probability-of-execution events that go beyond the defined Core Capabilities of the unit. Training at this level is reserved for highly specialized and advanced capabilities and skills that warrant maintaining a limited number of units and or individuals trained in their execution. Upon completion of these events that unit's CRP would equal 100%.

4003. APPLICATION. Utilizing the building block approach to progressive training, collective T&R events are supported by lower-level collective and individual T&R events. This linking process is referred to as "chaining of training events," and enables unit leaders to effectively identify subordinate T&R events that support specific mission essential tasks. When an upper-level T&R event by its nature requires the performance of certain subordinate and related events, credit for that training will be given. In this

way, accomplishment of upper-level events will update sustainment interval credit for a series of related subordinate events. For example, if a Marine participates in a 300-level T&R event, he or she must demonstrate proficiency in a number of subordinate 200-level T&R events.

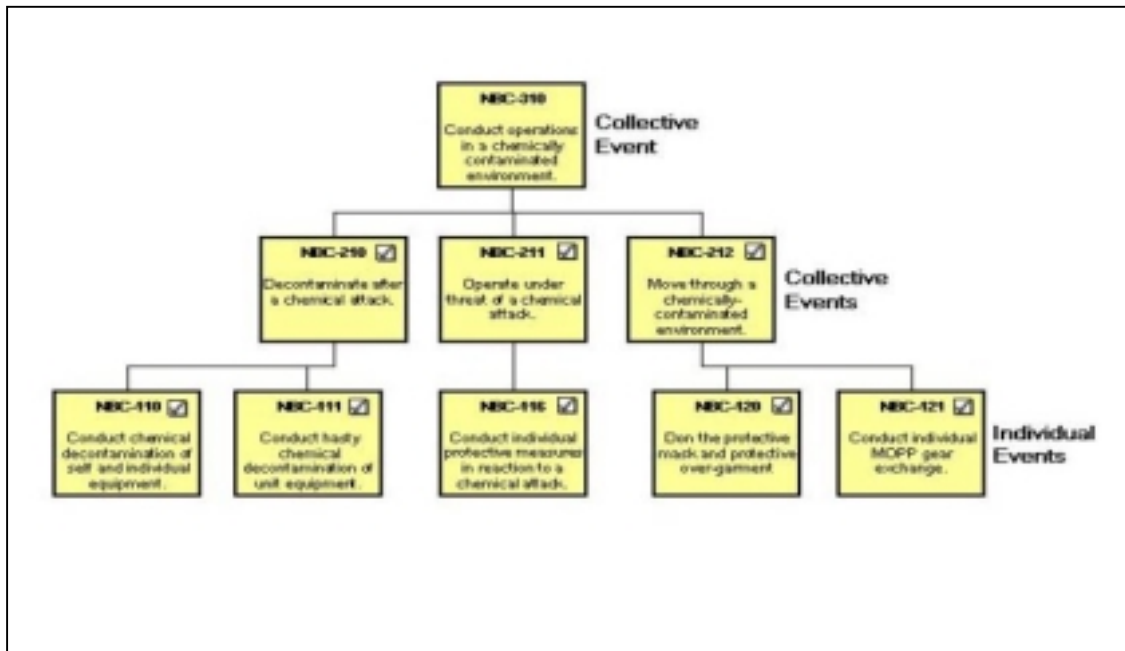


Figure 4-2.--Chaining.

4004. EXCEPTIONS. COs may waive portions of a T&R manual when he/she deems it appropriate. Commanders may not waive a T&R event simply because the command lacks logistic support or training assets. There is a clear distinction between waiving and deferring events.

1. Deferred T&R Event. A CO may defer a T&R event, when in his/her judgment a lack of logistic support/range availability/training asset/ordnance/etc. requires a temporary exemption. CRP (discussed in detail in chapter 7) cannot be accrued for deferred events.

2. Waived T&R Event. A CO may waive a T&R event, when in his/her judgment, previous experience or related performance satisfies the requirement of a particular event. In the case of waived events, CRP will reflect credit for each event designated by the CO.

3. Delinquent T&R Event. An event is delinquent when the unit exceeds the sustainment interval for that particular event. The unit must update the delinquent T&R event by first performing all prerequisite events. When the commander deems that performing all prerequisite events is unattainable, then the delinquent T&R event will be demonstrated under the supervision of the evaluator.

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 5

AUTOMATED SUPPORT FOR TRAINING MANAGEMENT

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 5

AUTOMATED SUPPORT FOR TRAINING MANAGEMENT

5000. PURPOSE. This Chapter provides a description of current and planned development of applications to track training completed per the prescribed T&R manual. The initial program being developed to automate this training management function is known as the ATRIMS. This Chapter also provides information needed to download existing program files, and contact information to get assistance with installation and use of the software.

5001. BACKGROUND. Management of a unit's T&R program is greatly simplified with the development of information systems to help collect data on training accomplishments, participants, and dates. Automated tracking allows commanders to quickly record the training completed and predict future training requirements.

5002. CURRENT SYSTEM

1. The first-generation tool provided to commanders in support of the Ground T&R Program is ATRIMS. This Program is a database designed to support battalion-level units and their subordinates, and is intended for use at the local command level. It is not integrated into readiness reporting systems, nor does it share data with manpower information systems. This first-generation tool is sponsored and designed by Training and Education Command (TECOM) (C 472) and was developed by Application Support Branch, MARCORSYSCOM.

2. ATRIMS operates on any MS-Windows based computer that meets minimum Marine Common Hardware System specifications. It is developed using Visual Basic. The information in the database is secure to the extent that access to the ATRIMS computer is controlled. Anyone with access to the ATRIMS computer can input information to the battalion's database. Once information is entered into a unit's database, training records are easily exported.

3. The ATRIMS Program and the associated T&R syllabus files are available for download from the TECOM web site (<http://www.tecom.usmc.mil/gtb>). ATRIMS has embedded help files to assist users. Program installation assistance, syllabus files, data recovery and repair are available from the developers in MARCORSYSCOM's Application Support Branch at DSN 278-3238, commercial 703-784-3238.

5003. FUTURE SYSTEM DEVELOPMENT

1. It is envisioned that future development of the unit training information management system will provide versions that will increasingly operate in shared environments. The first target will be decentralized input nodes with the ability to load input applications and produce reports on multiple computers within a unit; each capable of simultaneously accessing and updating information to a common database stored on the higher level command's computer.
2. Subsequent versions of the unit training information management system will be capable of exchanging data with other Marine Corps information systems, reducing redundancy and input requirements. Ultimately, the Corps' vision for training information management for the 21st century is to be completely web-based. As the system matures, it will become feasible to share unit and individual readiness data with MARFOR- and Service-level headquarters.
3. Recommendations regarding future development of unit training information management systems may be forwarded to: Commanding General, Training and Education Command (C 472), 3300 Russell Road, Quantico, VA 22134-5027.

MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 6

EVALUATION

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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 6

EVALUATION

6000. PURPOSE

1. The purpose of formal evaluation is to provide commanders with a process to determine a unit's proficiency in the essential tasks that it must successfully perform in combat. This formal evaluation process is often scenario-based, focuses on the unit's METs, and uses collective training standards as the criteria to assess unit proficiency.

2. The evaluation process is continuous. Training evaluation is integral to training management and is conducted by leaders at every level. Training evaluations measure the unit's ability to perform events specified in the respective T&R manuals.

3. Training standards are structured around a set of performance measures, establish acceptable operational performance levels, and encompass all mission areas that a particular type of unit may be called upon to perform in combat. "Informal" evaluations should take place during all scheduled training, regardless of the size and scope of the exercise. "Formal" evaluations are conducted at the request of higher headquarters or the CO and involve an external or third party evaluator. While most unit training evaluations will be informal, there will be times when a formal evaluation of the unit's capabilities is warranted, e.g., for verification of readiness prior to deployment.

6001. EVALUATION TIMING. All units in the Marine Corps must be evaluated, formally and informally, to ensure they are capable of conducting their combat mission. The timing of these formal evaluations is critical and should, when appropriate, be directly related to the units' operational deployment cycle (see figure 6-1). The evaluations should take place after the unit has been staffed with the majority of its personnel and has had sufficient time to train to individual and collective standards. The evaluation should provide sufficient time to correct identified weaknesses prior to deployment. All combat, combat support, and combat service support units require formal evaluations per their respective T&R manuals prior to operational deployments. This cycle is typically 18-24 months in duration.

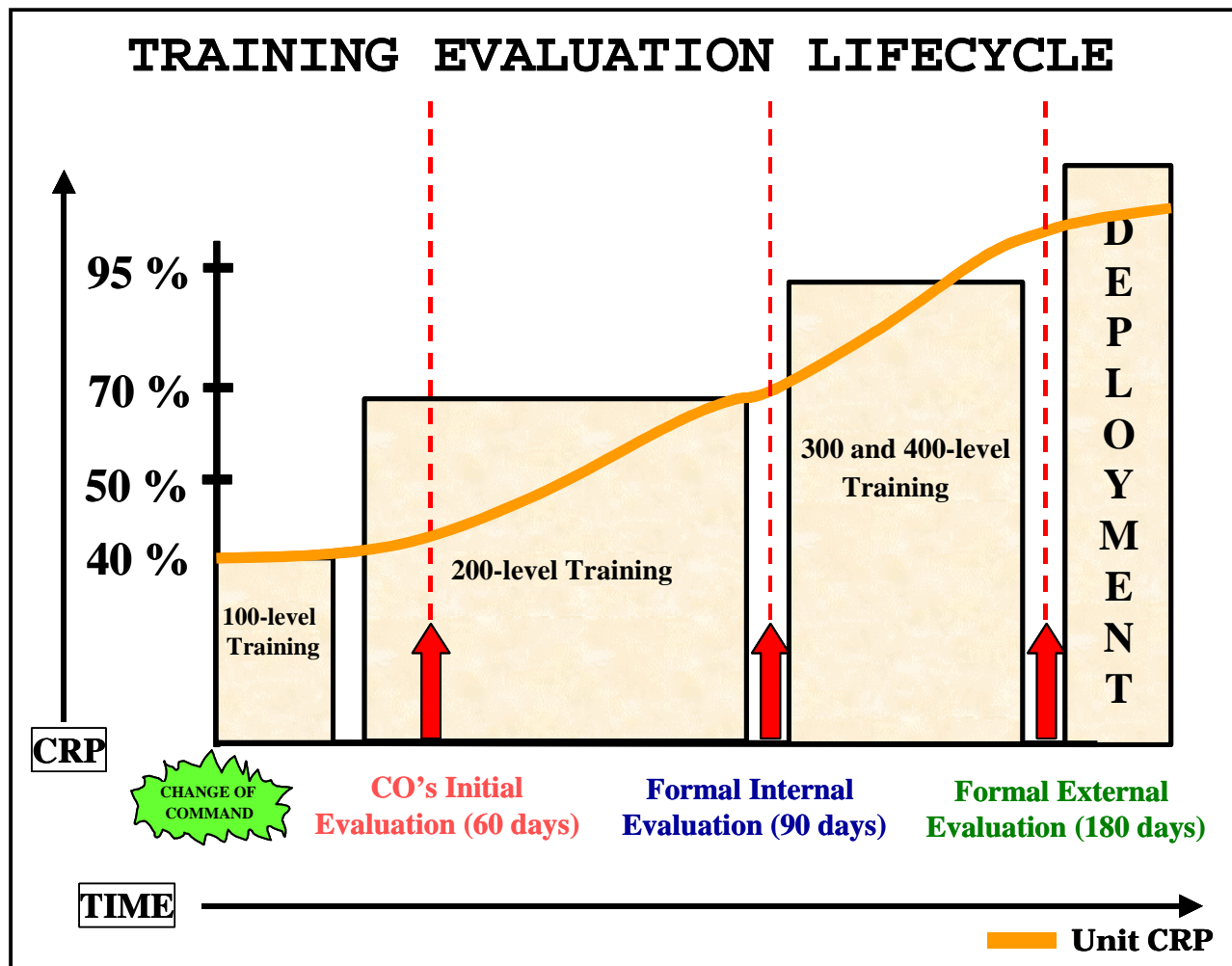


Figure 6-1.--Training Evaluation Lifecycle.

6002. RESPONSIBILITIES

1. The CG, Training and Education Command (TECOM) (C 472) is responsible for providing the tools (e.g., MCCRES, ITSS, T&R, and training reference publications such as MCRP 3-0A) to evaluate training. T&R manuals are the principal products promulgated to the operating forces to assist in the evaluation process.
2. CGs of the MEF and MARFORRES will ensure the following:
 - a. That the unit(s) tasked to participate in training exercises and evaluations is at the appropriate level of proficiency and staffing to benefit from such training and evaluation.

b. That individuals tasked to participate in training exercises and evaluations are at the appropriate training proficiency level for the tasks and events they will be expected to accomplish.

c. That unit commanders and higher-headquarter staffs take appropriate action and provide resources required to correct training deficiencies identified during formal training evaluations.

d. That recommended updates, changes, or additions to T&R manuals are submitted via the chain of command to CG TECOM (C 472).

NOTE: Authority may be delegated to the respective commanders of the wing, division, or FSSG for evaluations that do not require significant coordination with other MAGTF elements. A check list for conducting unit evaluations is contained in appendix B.

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CHAPTER 7

COMBAT READINESS PERCENTAGE (CRP)

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CRP COMPUTATION	7003	7-4

FIGURE

7-1	RELATIVE CRP WEIGHTING OF T&R EVENTS . .	7-5
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MARINE CORPS GROUND TRAINING AND READINESS (T&R) PROGRAM

CHAPTER 7

COMBAT READINESS PERCENTAGE (CRP)

7000. PURPOSE. CRP is a numerical value that assists the commander in determining training readiness. CRP will fluctuate as units conduct individual and collective training events. The purpose of recording CRP is to credit training accomplishment and plan future training, not to provide a report card or to instill a checklist mentality.

7001. CRP DEVELOPMENT

1. Training and Education Command (C 472) coordinate T&R manual development and maintenance by working in conjunction with the operating forces, supporting establishment, and other stakeholders. A key part of the development of T&R manuals is the establishment of CRP values for each T&R event. The CRP value for each training event shall be determined by its overall importance relative to the unit's mission (see figure 7-1). Recognizing that different units have varied missions, core capabilities, and training priorities, it is inappropriate to impose a highly prescriptive, standardized, or fixed-value calculation for unit CRP. Events are arranged in each manual based upon complexity ranging from basic core to advanced core-plus capabilities and skills.

a. CRP for 100-Level Training. One hundred-level is limited to individual training. Since 100-level individual training is performed at the formal schools, all Marines arrive at their operational units with a 40% CRP.

b. CRP for 200-Level Training. Training at the 200-level is designed to assimilate junior Marines and officers into combat units. It prepares lower-echelon units to perform the most basic combat functions. Two hundred-level training events shall be assigned values totaling 70%.

c. CRP for 300-Level Training. Training at the 300-level builds upon skills and capabilities obtained in the 100- and 200-levels of training. It prepares company and battalion sized units to perform their assigned mission essential tasks. When combined with the maximum values for 100- and 200-level training, the maximum overall CRP that can be achieved at the completion of 300-level training is 95%.

d. CRP for 400-Level Training. Four hundred-level training events shall be assigned values totaling 5% of overall CRP. When combined with the cumulative values for 100-, 200-, and 300-level training, the maximum overall CRP that can be achieved is 100%.

7002. T&R EVENT WEIGHTING. All 100-level events will be weighted equally. The cumulative CRP attained upon completion of MOS producing school is 40%. Collective training begins at the 200-level and culminates with the 400-level. Each event at the 200-, 300-, and 400-level are weighted according to that event's relative importance to the unit's METL.

7003. CRP COMPUTATION. At the completion of a training event or evaluation in which the proficiency is demonstrated, points will be added to CRP. The process is simple in that a fraction of a percentage point is added with each event accomplished. Fractions of percentage points are subtracted from CRP as sustainment intervals elapse.

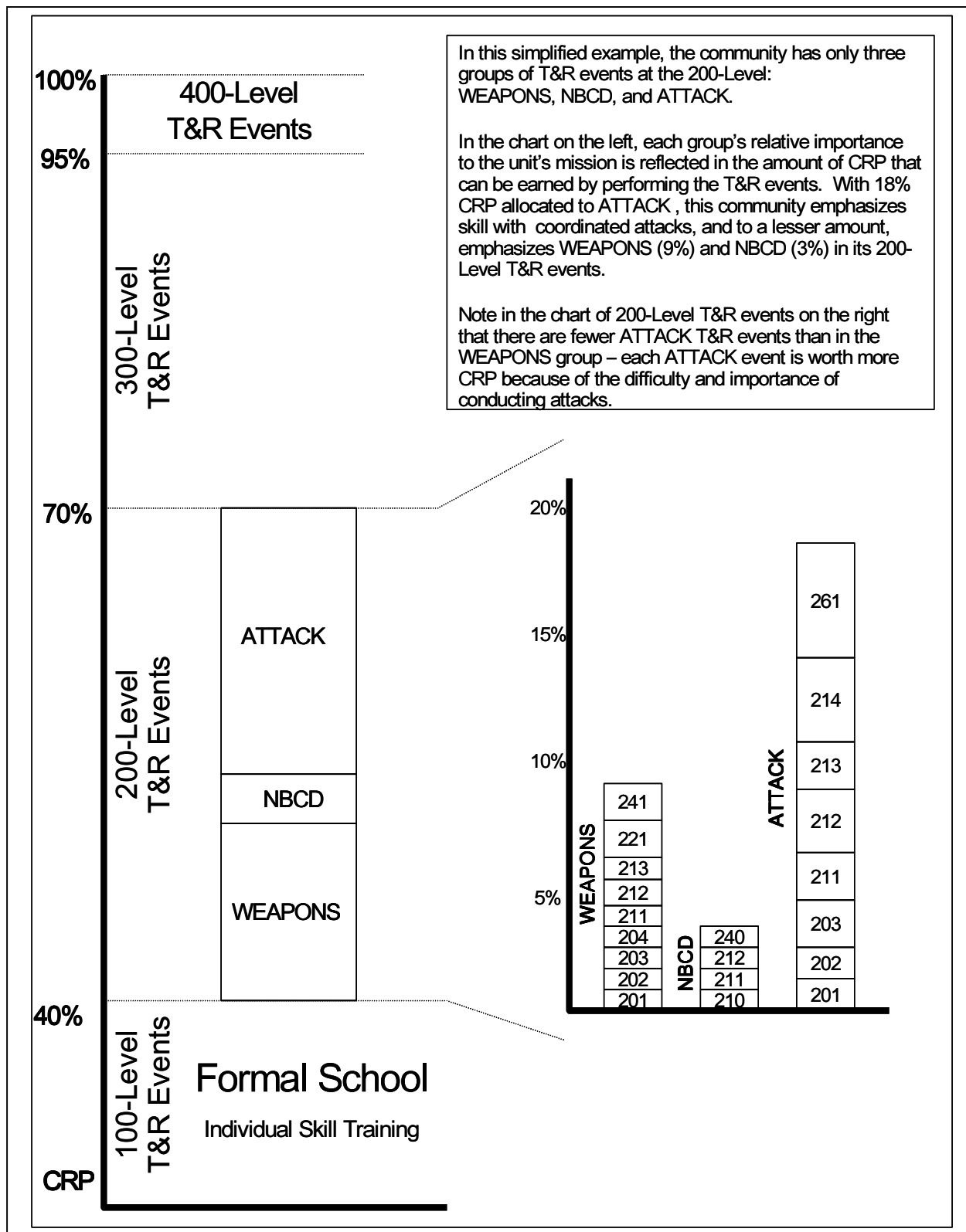


Figure 7-1.--Relative CRP Weighting of T&R Events.

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APPENDIX A

GLOSSARY

SECTION 1. ABBREVIATIONS AND ACRONYMS

ATRIMS-MAGTF	Automated Training Readiness Information Management System for Marine-Air-Ground Task Force
CRP	Combat Readiness Percentage
ITS	Individual Training Standards
ITSS	Individual Training Standards System
MCCRES	Marine Corps Combat Readiness Evaluation System
MET	Mission Essential Task
METL	Mission Essential Task List
MPS	Mission Performance Standards
SAT	Systems Approach To Training
T&R	Training and Readiness
UTM	Unit Training Management

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GLOSSARY

SECTION 2: TERMS AND DEFINITIONS

Terms contained within this glossary are subject to change as applicable directives are revised. Terms established by Marine Corps directives take precedence after definitions found in Joint Pub 1-02, "DOD Dictionary of Military and Associated Terms."

A

Assessment. An informal judgment made by a commander or trainer in order to determine the training readiness of a unit. Commanders make frequent use of these determinations during the course of the combat readiness cycle in order to adjust, prioritize or modify training events and plans.

Automated Training Readiness Information Management System for Marine-Air-Ground Task Force (ATRIMS-MAGTF). A first-generation tool provided to commanders in support of the Ground T&R Program. It is a database designed to support battalion-level units and their subordinate units, and is intended for use at only the local command level. The application will operate on any MS-Windows based computer that meets the minimum specifications of the Marine Common Hardware System. It is a Microsoft Access database with applications developed using Visual Basic. The initial, fielded version of MAGTF-ATRIMS was developed to be run on a single computer, with all data input accomplished on that computer, possibly requiring a dedicated, full-time Training NCO or Training Clerk at the battalion level. It does not share data with other Manpower Information Systems, nor does it share data with higher echelons of command. It is not integrated into readiness reporting systems, and is not designed to provide readiness reports up the chain of command.

C

Chaining. A process that enables unit leaders to effectively identify subordinate events that support a specific event. For example, training events at the 300-level are directly supported by events at the 200-level. Utilizing the building block approach to progressive training, these events are further supported by individual training events in the 100-level.

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Collective Training Standards (CTS). Criteria that specify mission and functional area unit proficiency standards for combat, combat support, and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. CTS are found within collective (unit) training events found in T&R manuals. CTS are built upon core and core-plus individual training standards and involve small and large unit training.

Combat Readiness Cycle. The combat readiness cycle depicts the relationships within the building block approach to training. It is based on core skills and capabilities. The combat readiness cycle progresses from individual T&R manual core skills training to a unit's participation in a contingency or actual combat. The combat readiness cycle demonstrates the relationship of core capabilities to unit combat readiness. Individual core skills training leads to unit proficiency and the ability to accomplish the unit's stated mission.

Combat Readiness Percentage (CRP). The CRP is a quantitative numerical value used in calculating training readiness and is a measure of training accomplishments. This numerical value is only a snapshot of training readiness at a specific time. As training is conducted, CRP will continuously change.

Core Competency. Core competencies are those unit core capabilities and individual core skills, which support the METs formulated by the commander and the T/O mission statement of the unit. Individual competency is exhibited through demonstration of proficiency in specified core tasks and core plus tasks. Unit proficiency is measured through collective events.

Core Capabilities. Core capabilities are the essential functions a unit must be capable of performing during extended contingency/ combat operations. Core unit capabilities are based upon mission essential tasks derived from operational plans and doctrine and established tactics, techniques and procedures.

Core Plus Capabilities. Core plus capabilities are advanced capabilities that are environment, mission, or theater specific. Core plus capabilities may entail high-risk, high-cost training for missions that are less likely to be assigned in combat.

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Core Plus Skills. Core plus skills are those advanced skills that comprise managed OJT in an occupational field. Two hundred-level training is designed for newly trained Marines and makes them proficient in core skills. Three hundred-level training produces combat leaders and fully qualified section members. Marines trained at the 300-level are those the CO feels are capable of directing the actions of subordinates in combat. Many core plus skills are acquired via MOJT, while others form the base for curriculum in career-level MOS courses taught by the formal school.

Core Skills. Core skills are those essential basic skills that "make" a Marine and qualify that Marine for an MOS and are introduced in entry-level training and refined in operational units.

E

Evaluation. Evaluation is a continuous process that occurs at all echelons, during every phase of training and can be both formal and informal. Evaluations ensure that Marines and units are capable of conducting their combat mission.

Event (Training). (1) An event is a significant training occurrence that is identified, expanded, and used as a building block and potential milestone for a unit's training. An event may include formal evaluations. (2) An event within the T&R Program can be an individual training evolution, a collective training evolution, or both. Through T&R events, the unit commander ensures that individual Marines and the unit progress toward combat readiness.

Deferred Event. An event that a CO may defer when in his/her judgment, a lack of logistic support/range availability/training asset/ordnance/etc., requires a temporary exemption. CRP cannot be accrued for deferred events.

Delinquent Event. An event becomes delinquent when a Marine or unit exceeds the sustainment interval for that particular event. The individual or unit must update the delinquent event by first performing all prerequisite events. When the unit commander deems that performing all prerequisite is unattainable, then the delinquent event will be re-demonstrated under the supervision of the appropriate and designated evaluation authority.

Waived Event. An event that is waived by a CO when in his/her judgment, the previous experience or related performance satisfies the requirement of a particular event.

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Exercise Commander (EC). The CG MEF or his/her appointee will fill this role, unless authority is delegated to the respective commander of the division, wing, or FSSG. Responsibilities and functions of the EC include: (1) Designate unit(s) to be evaluated; (2) May designate an exercise director; (3) Prescribe exercise objectives and T&R events to be evaluated; (4) Coordinate with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, when required.

Exercise Director (ED). Designated by the EC to prepare, conduct, and report all evaluation results. Responsibilities and functions of the ED include: (1) Publish a LOI that delineates the T&R events to be evaluated, establishes timeframe of the exercise, lists responsibilities of various elements participating in the exercise, establishes safety requirements/guidelines, and lists coordinating instructions; (2) Designate the Tactical Exercise Coordinator and Tactical Exercise Coordinator Group to operate as the central control agency for the exercise; (3) Assign evaluators, to include the senior evaluator, and ensure that those evaluators are properly trained; (4) Develop the general exercise scenario taking into account any objectives/events prescribed by the EC; (5) Arrange for all resources to include training areas, airspace, aggressor forces, and other required support.

M

Marine Corps Combat Readiness and Evaluation System (MCCRES). A system designed to provide commanders with a comprehensive set of mission performance standards from which training programs can be developed; and through which the efficiency and effectiveness of training can be evaluated.

Marine Corps Ground Training and Readiness (T&R) Program. The T&R Program is the Marine Corps' primary tool for planning and conducting training, for planning and conducting training evaluation, and for assessing training readiness. The program will provide the commander with standardized programs of instruction for all MOSs within the ground combat, combat support, and combat service support communities. It consolidates the ITSSs, MATMEP, METLs and other individual and unit training management tools. T&R is a program of standards that systematizes commonly accepted skills, is open to innovative change, and above all, tailors the training effort to the unit's mission. Further, T&R serves as a training guide and provides commanders an immediate assessment of combat readiness by assigning a CRP to each training event. In short, the T&R Program is a building block approach to training that maximizes flexibility and produces the best trained Marines and units possible.

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Mission Essential Task (MET). A collective task in which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission(s).

Mission Essential Task List (METL). Descriptive training document which provides units a clear, warfighting-focused description of collective actions necessary to achieve wartime mission proficiency.

Mission Performance Standard (MPS). Criteria that specify mission and functional area unit proficiency standards for combat, support and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. MPSs are contained within the MCCRES volumes.

O

Operational Readiness (DoD, NATO). The capability of a unit/formation, ship, weapon system or equipment to perform the missions or functions for which it is organized or designed. May be used in a general sense or to express a level or degree of readiness.

R

Readiness (DoD). The ability of US military forces to fight and meet the demands of the national military strategy. Readiness is the synthesis of two distinct but interrelated levels:

Unit Readiness. The ability to provide capabilities required by the combatant commanders to execute their assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed.

Joint Readiness. The combatant commander's ability to integrate and synchronize ready combat and support forces to execute his/her assigned mission.

S

Simulation Training. Simulators provide the additional capability to develop and hone core and core plus skills. Accordingly, the development of simulator training events for appropriate T&R syllabi can help maintain valuable combat resources while reducing training time and cost. Therefore, in cases where simulator fidelity and

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capabilities ensure that simulator training closely matches that of actual training events, T&R manual developers may include simulator training events. CRP credit will be applied to simulator events based on assessment of relative training event importance.

Standard. A part of a training event that includes the accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate how well an event should be performed.

Sustainment Training. Training required to maintain the acceptable level of proficiency or capability required to accomplish a training objective.

Systems Approach to Training (SAT). An orderly process for analyzing, designing, developing, implementing, and evaluating an instructional program which ensures personnel acquire the knowledge and skills essential for successful job performance.

T

Tactical Exercise Control Group (TECG). A TECG is formed to provide SMEs in the functional areas being evaluated. The benefit of establishing a permanent TECG is to have resident, dedicated evaluation authority experience and knowledgeable in evaluation technique. The responsibilities and functions of the TECG include: (1) Developing a detailed exercise scenario to include the objectives and events prescribed by the EC/ED in the exercise LOI; (2) Conducting detailed evaluator training prior to the exercise; (3) Coordinating and controlling role players and aggressors; (4) Compiling the evaluation data submitted by the evaluators and submitting required results to the ED; (5) Preparing and conducting a detailed exercise debrief for the evaluated unit(s).

Technical Exercise Controller (TEC). The TEC is appointed by the ED, and usually comes from his/her staff or a subordinate command. The TEC is the senior evaluator within the TECG and must be of equal or higher grade than the commander(s) of the unit(s) being evaluated. The TEC is responsible for ensuring that the evaluation is conducted following the instructions contained in this Manual and MCO 1553.3. Specific T&R manuals are used as the evaluation source.

Training Plan. Training document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time.

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U

Unit Evaluation. All units in the Marine Corps must be evaluated, either formally or informally, to ensure they are capable of conducting their combat mission. The timing of these formal evaluations is critical and should, when appropriate, be directly related to the units' operational deployment cycle. The evaluations should take place after the unit has been staffed with the majority of its personnel, has had sufficient time to train to individual and collective standards, and allows sufficient time to correct identified weaknesses prior to deployment. All combat units, and units task organized for combat, require formal evaluations prior to operational deployments.

Unit Training Management (UTM). UTM is the use of the SAT and Marine Corps training principles in a manner that maximizes training results and focuses the training priorities of the unit on its wartime mission. UTM governs the major peacetime training activity of the Marine Corps and applies to all echelons of the Total Force.

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APPENDIX B

CHECKLIST FOR CONDUCTING FORMAL UNIT TRAINING EVALUATIONS

1. Purpose. This Appendix contains an evaluation checklist to be used in the preparation for, and conduct of, a unit training evaluation. It is designed to assist evaluators in maintaining quality control for the effectiveness and uniformity of all training evaluations. Although geared to formal evaluations, the general guidelines provided below, can be used by unit leaders for the conduct of informal evaluations.

2. Required Tasks in Evaluation

a. Plan and Prepare for Evaluation. Subordinate commanders/staff members perform required actions at the direction and under the supervision of the exercise commander.

- _____ Deploying units are scheduled for formal evaluation at the proper point in their operational cycle.
- _____ The command responsible for the conduct of the evaluation publishes a tentative evaluation schedule by the beginning of each FY.
- _____ An evaluation Exercise Director (ED) is designated for each evaluation.
- _____ Evaluation purpose and objectives are published.
- _____ Coordination with internal and external commands or agencies is effected as required.
- _____ LOI is published by the ED delineating responsibilities of the various elements participating in the evaluation.
- _____ Tactical Exercise Controller (TEC) and a staff Tactical Exercise Control Group (TECG) are designated to operate as the central control agency for the evaluation.
- _____ Evaluators are selected and assigned.
- _____ Appropriate evaluator training is planned for, organized and conducted.

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- _____ Exercise scenario is prescribed by the ED to accomplish the evaluation objectives as prescribed in the LOI.
 - _____ Required training areas, airspace, and aggressor forces necessary to support are identified for the evaluation.
 - _____ Detailed exercise scenario is developed.
 - _____ Scenario includes events that will ensure all collective training standards identified in the LOI are fully evaluated.
 - _____ The TEC and TEGC develop, coordinate, and manage a master events list which meets the evaluation requirements of the LOI.
 - _____ Evaluators know what tasks they are responsible for evaluating.
 - _____ Evaluators demonstrate a clear understanding of the exercise scenario.
 - _____ Evaluators attend evaluator training conducted under the cognizance of the ED.
 - _____ Evaluators possess required collective training standards and use them as references during the evaluation.
 - _____ Evaluators understand interrelated actions required in their roles as evaluators, umpires, and controllers.
 - _____ Evaluators identify erroneous performance to unit leaders when observed to prevent continued practice throughout the exercise.
- b. Evaluation LOI. Items to be addressed in the LOI include:
- _____ Unit(s) to be evaluated.
 - _____ Collective training standards to be evaluated.
 - _____ Evaluation dates and times.
 - _____ Identification of the TEC.

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- _____ Unit(s) to provide TECG staffing.
- _____ Unit(s) to provide aggressor support and type/amount of support.
- _____ Identification of the senior evaluator.
- _____ Units to provide evaluator support and amount of support required.
- _____ Task organization of the evaluated unit, as required.
- _____ Units/Agencies tasked to provide other types of support (e.g., communications, MT, aviation, etc.).
- _____ Coordinating instructions, to include schedule for evaluator training, evaluator's debrief, and evaluated unit debrief.

c. Conduct Post-evaluation Actions. Subordinate commanders/staff members perform required actions at the direction and under the supervision of the exercise commander.

- _____ Evaluation data submitted by individual evaluators is compiled, consolidated, and analyzed.
- _____ The consolidated evaluation results are reviewed and analyzed at the evaluator debrief.
- _____ Detailed debrief is prepared and provided to the evaluated unit/unit commander.
- _____ Evaluation report is prepared and forwarded, with a copy of the evaluation LOI, to the ED in a timely manner.
- _____ Information copies of the evaluation report are distributed to the headquarters of all attached supporting elements who were also evaluated during the exercise.
- _____ Evaluation report is reviewed, endorsed, and forwarded to the appropriate commander (normally the MEF commander) within 30 working days of completion of the evaluation.

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- _____ Deficiencies identified through the evaluation are utilized as a basis for corrective actions taken by the unit commander to improve the unit's training readiness.
- _____ Deficiencies are corrected at the lowest possible level in the chain of command.
- _____ Deficiencies beyond the capabilities of the unit commander to resolve (e.g., manning, equipment, formal schooling) are forwarded to the appropriate level for resolution.
- _____ Implications/Issues for respective T&R manuals are identified to CG, Training Command (C 472).

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APPENDIX C

UNIT TRAINING MANAGEMENT CHECKLIST

1. Are the following orders, directives, and publications maintained, in sufficient numbers, to support the unit's training efforts?

- a. MCRP 3-0A, Unit Training Management Guide
- b. MCRP 3-0B, How to Conduct Training
- c. MCO 1510.XX, Applicable ITS Orders
- d. MCO 3501.XX, Applicable MCCRES Volumes
- e. MCO 3500.XX, Applicable T&R Manuals

Yes _____ No _____

2. Has the unit commander prepared a Mission Essential Task List (METL) from an assessment of the higher-headquarters METL, Marine Corps doctrine, contingency plans, and the unit's T/O mission statement? (References: MCO 1553.3; MCRP 3-0A, pages 5-2 through 5-4.)

Yes _____ No _____

3. Has the unit's METL been approved by higher-headquarters? (Reference: MCO 1553.3.)

Yes _____ No _____

4. Do leaders throughout the command know and understand the unit's METL? (Reference: MCO 1553.3.)

Yes _____ No _____

5. Has the commander developed training guidance and training goals for the unit and has it been distributed to all echelons of the command? (References: MCO 1553.3; MCRP 3-0A, page 6-4.)

Yes _____ No _____

6. Are collective training standards linked to the unit's METL and are those standards used to evaluate organizational proficiency in each Mission Essential Task (MET) during all scheduled training evolutions? (References: MCO 1553.3; MCRP 3-0A, pages 3-2 through 3-4.)

Yes _____ No _____

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7. Has the commander developed the appropriate long-range, mid-range, and/or short-range training plans which link training evolutions with METs? (References: MCO 1553.3; MCRP 3-0A, pages 3-2 through 3-4 and 6-1 through 6-15.)

Yes _____ No _____

8. Do subordinate elements/commands have training plans that support the unit commander's training guidance? (Reference: MCO 1553.3.)

Yes _____ No _____

9. Is mission-oriented training given priority over formal training and ancillary training? (References: MCO 1553.3; MCRP 3-0A, pages 5-1 through 5-2.)

Yes _____ No _____

10. Are the ITS or T&R manuals used as the basis for training and evaluating Marines on the skills required of their rank, billet, and military occupational specialty? (Reference: MCO 1553.3.)

Yes _____ No _____

11. Is the unit tasked to participate in exercises that exceed the level of training they are prepared to accomplish? (Reference: MCO 1553.3.)

Yes _____ No _____

12. Are training resources allocated to support training of METs, ITSs and T&R events? (Reference: MCO 1553.3.)

Yes _____ No _____

13. Is the unit scheduled for or has it recently completed a formal training proficiency assessment? (Reference: MCO 1553.3.)

Yes _____ No _____